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ABSTRACT

This report describes a program for improving students' attitudes toward reading. The targeted population consisted of second and third grade students in a growing middle class community. The problem of the lack of interest in reading and the poor quality of classroom work were evident in parent and student surveys, and teacher observations. Analysis of probable cause literature revealed that low self esteem and lack of confidence inhibit children's ability to enjoy reading. Children who did not engage in reading as a free time activity lost reading competence. These concerns were confirmed at the research site through baseline data. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in selection of five major categories of intervention: guided reading, teacher read alouds, buddy reading, independent reading of self-selected materials, and working with words. Post intervention data indicated an improvement in student attitudes toward reading. Students showed an increased interest and excitement toward reading of all reading materials. Matching students with appropriate high interest materials proved to be motivating to the students. Appendixes contain survey instruments and a sample Reading Buddies lesson plan. (Contains 43 references and 14 tables of data.) (Author/RS)

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IMPROVING ATTITUDES TOWARD READING

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An Action Research Project Submitted to the Graduate Faculty of the

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and

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ABSTRACT

This report describes a program for improving students' attitudes toward reading. The targeted population consisted of second and third grade students in a growing middle class community. The problem of the lack of interest in reading and the poor quality of classroom work were evident in parent and student surveys, and teacher observations.

Analysis of probable cause literature revealed that low self esteem and lack of confidence inhibit a children's ability to enjoy reading. Children who did not engage in reading as a free time activity lost reading competence. These concerns were confirmed at the research site through baseline data.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in selection of five major categories of intervention: guided reading, teacher read alouds, buddy reading, independent reading of self-selected materials, and working with words.

Post intervention data indicated an improvement in student attitudes toward reading. Students showed an increased interest and excitement toward reading of all reading materials. Matching students with appropriate high interest materials proved to be motivating to the students.

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Chapter 1

PROBLEM STATEMENT AND CONTENT

General Statement of the Problem

The students of the targeted second and third grade classes display a lack of interest in reading and poor attitudes toward reading. Evidence for the existence of the problem includes parent surveys that document a lack of engagement when reading, student surveys that indicate a lack of interest in reading, and teacher journal entries that describe behaviors that are indicative of distractiblility during reading time.

Immediate Problem Context

The School

The school was originally constructed in 1963. There have been three subsequent additions to the building's main structure. The first of the additions was completed in 1968, the second was completed in 1973, and the latest addition was completed in 1995. Besides these additions to the original structure, four mobile classrooms were added to the campus in 1998.

The main building is designed in an "L" shape. The juncture of the two legs of the "L" contains the office complex for the building. There is a main office with an attached nurse's room. There are two offices for principals as well as an office space that is shared by the school social worker and psychologist. The eastern leg of the "L" houses the intermediate classrooms. There

are eleven classrooms in this leg of the building. The rooms house six classes of third graders, three classes of fourth graders, a Learning Disabilities Resource Room, and an English as a Second Language (ESL) classroom. The eastern leg of the building was the original structure. The office area was also in the original structure, but was renovated extensively during the 1995 construction/remodeling.

The northern leg of the "L" is longer than the eastern wing. The northern leg is comprised of the two later additions. The multipurpose room is the first room. It is used for a lunchroom, some school performances, as well as an overflow gym and music classes. Beyond the multipurpose room are the faculty lounge, a work area, and two special education classrooms. The 1973 addition also houses three kindergarten classrooms and five second grade classrooms. The outermost reaches of the "L" were added in the 1995 renovation. The media center, computer lab, music room, and large gym are also housed in this wing. There are four first grade classrooms as well as two first and second grade multiage classrooms. There is a room located between the multiage classrooms that is used by the reading teacher. The four mobile classrooms access the main building by doors in the new addition. The mobiles are parallel to the main structure.

The school is a K-5 elementary building. The fifth graders are housed off site. There are six classrooms of fifth graders who are transported from their homes by bus to a middle school

approximately eight miles away, because they cannot be accommodated on site.

The 820 children who attend the school all live within the same village. According to the School Report Card (2000), 88.9% of the children attending the school are White, 7.4% are Hispanic, and 2.0 % are Asian/Pacific Islanders. The remaining students are 1.1% Black and 0.6% are Native American.

There are 43 teachers in the building of which 93% are female and 7% are male. The school has a full time reading teacher who works with small groups of first and second graders. There is also a full time English as a Second Language teacher and her aide. The school has a full time nurse. There are five full time special education teachers. One of the teachers serves at the middle school site to work with fifth graders. Another teacher is a behavior disorders teacher. The other three teachers split their time between the kindergarten through fourth grade students. There is a speech therapist who also works full time in the building. There is an itinerant gifted education teacher who works with gifted children in grades two through five. There are also an itinerant adaptive physical education teacher, an occupational therapist, and a physical therapist who serve students in the building. There are full time gym and music teachers who are supplemented by part time gym and music teachers. There are also two part time computer/media specialists.

The school provides three valuable programs for the atrisk children of the community. Through one-on-one interaction between an adult and a student, the Mentor Program offers at risk students encouragement and support in dealing with difficult situations at home and/or at school. In an additional program, called Rainbows, students role play difficult situations in small groups. This program not only helps students determine which strategies are available, but it also teaches the students how to implement those strategies in their daily lives. The third program is called Club Friend. In this program, high school students serve as role models and friends with elementary age at risk students. It has proved to be a valuable source of encouragement not only for the elementary students but also for the high school students involved with the program.

Classroom A

Classroom A follows a similar schedule each day. When the students arrive in the morning, there is some form of seatwork on their desks. The students complete the work while the teacher does daily paperwork maintenance. The calendar/opening follows the seatwork. This time is also used for sharing and class meetings.

Math instruction is given after the morning opening. There are two main math groups. The smaller group is more advanced and works more independently on special projects. The larger group

does more basic second grade math. At times, both groups are combined or paired to provide various learning opportunities.

Language arts time follows math. The language arts block has reading, spelling, working with words, writing, and language skills. Two days of the week the teacher meets with guided reading groups while the other children complete activities at their seats or centers. On subsequent days, instruction focuses more on the whole group. At that time, some of the types of instruction include shared readings, skill instruction, making words, or writers' workshop. The afternoon schedule alternates between social studies and science, gym, music, computer, art, and recess.

Classroom A resembles most of the other classrooms in the 1973 addition. The walls are white concrete blocks. There are two tall narrow Plexiglas windows that overlook the playground. The ceiling is covered by large fibrous tiles transversed by three large steel beams. There are three rows of fluorescent lights. For ventilation there is a ceiling fan and a heatilater along the western wall. The heatilater is more than eight feet long and three feet deep. It exchanges air with the outside and operates noisily. It often has to be turned off so students can hear.

The north wall constitutes the front of the classroom. There is a large blackboard partially covered by a white board. There are a supply table, a listening center and a CD player.

There are two bulletin boards. One is for a "Student of the Week" display. The other is for calendar instruction.

There is a carpeted area in the front. This carpeted area also has an upholstered chair and a bean bag chair. This area is used for teacher read aloud, group instruction, silent reading, and centers.

In the back of the room there is a computer table with one computer and printer for student and teacher use. There is a kidney shaped table that is used for small group instruction and as a science table. There are several bookshelves containing numerous books. There are two bulletin boards. One displays student work and the other complements the science/social studies unit that is being covered.

The one side wall is covered with hooks and cubbies for student belongings. There are student mailboxes in a wooden cabinet. The student desk arrangement varies. Currently, the desks are in horizontal rows facing the front board to facilitate cursive writing instruction.

Classroom B

The students in Classroom B are taught in a language arts block. The language arts block includes spelling, writing, reading, and English in a two and a half-hour time frame in the morning. The reading program includes the use of guided reading in an effort to maintain a balanced reading program. Math is

also taught in Classroom B, and it is the last subject taught before lunch. The math instruction lasts about an hour. Games are frequently used during math time. The students in Classroom B have at least one half hour special each day such as physical education, music, or computer. Teachers who specialize in those areas teach these specials. Social studies and science are taught in the afternoon. On Fridays during the social studies/science time, the class has art. The time frame is very limited for science, social studies, and art. Due to specials, there is only a forty minute period for each of these subjects.

Classroom B is in the oldest section of the building and closest to the office and storage room. This classroom does not have air conditioning and has very poor air quality and circulation. There are two standing fans in the room with one ceiling fan for minimal relief in the heat. It is a room with windows on almost the entire south side. The blinds are often pulled and closed halfway to reduce the amount of heat coming in through the windows. The windows are very old and have screens in poor condition.

The classroom is very colorful with the yearly theme clearly evident in the decorations, block letter slogans, a character building display, ceiling displays, charts, bulletin boards and centers. In addition, the reading/writing/listening, math and science centers also reflect what is being studied in the classroom. For example, the yearly theme is centered on

photography, so the science and math center's slogan says, "Zoom into the Science Trunk." When the students learned about the skeletal system, the trunk held several books and activities on the skeletal system. The interactive bulletin board said, "Focus on Bones," and the ceiling displayed both real x-rays and cameras. On the teacher's desk, one would find a piano keyboard that is used daily in instruction.

A very small teacher's table can be found in the front of the room. There are six groups of desks with the desks facing each other in the groups. This desk arrangement is advantageous to cooperative learning activities. Each desk has a detached chair and a name tag on the top. The groups of desks are pushed close to the front of the room so the teacher can easily observe the class. This is also done so the teacher can have more room in the back of the classroom for classroom meetings, reading time, and cooperative learning activities.

The Surrounding Community

District

The district was established in 1948 and covers 118 square miles. When the district was formed, it served approximately 1,000 students. Presently, the district is one of the largest unit districts in the State and serves more than 16,000 students. The district is experiencing an extended growth phase and continues to grow at the rate of about 500 students per year.

The district is located about 45 miles from a major metropolitan area and is extensive and diverse. It has portions that can be considered urban, suburban, and rural. Nearly two-thirds of the district is contained in two counties. The other one-third is divided between two other counties. The district encompasses eight villages as well as portions of five other villages (Lincoln Foundation for Business Excellence, 2000).

The student population reflects the diversity of the area covered. More than 50 languages are spoken in students' homes. The limited English proficient population is 10.2%. The racial/ethnic make-up of the student population is 77.1% White, 16.7% Hispanic, 4.1% Black, 1.7% Asian/Pacific Islander, and 0.5% Native American (School Report Card, 2000).

The district is divided into specific attendance zones. In most cases, the children attend the schools within their zone. The district's schools include two high schools for grades 9-12, one middle/high school for grades 6-12, one elementary/middle school for grades K-8, one school designated as a family education center for grades PreK-3, three middle schools for grades 6-8, eleven elementary schools for grades K-5 and one alternative school for grades 6-12 (Lincoln Foundation for Business Excellence, 2000).

The district's attendance rate is 94.7%, and the chronic truancy rate is 1.6%. The student mobility rate is 14.5%. The pupil-teacher ratio is 21.9 to one in the year 2000.

The total number of classroom teachers in the district is 899. The ethnic breakdown of the staff is 95.5% White, 3.3% Hispanic, 0.8% Black, 0.2% Asian/Pacific Islander, and 0.2% Native American. The average years of teaching experience are 13.3 years. More than half of the teachers in the district have a masters degree or higher. The average teacher salary is $46,235. The average administrator's salary is $74,774 with a range from $48,213 to $107,065 (School Report Card, 2000).

For the past ten years, the district has been site based, meaning that the individual school has been regarded as the primary unit for improvement. This allows the district's schools great latitude in addressing students' needs within a framework established by the board of education. The schools are permitted to use resources as they see fit and in accordance with the law, board policy, and negotiated contracts. Individual schools must also adhere to District-wide curriculum and academic standards. The curriculum and standards are aligned with state standards (Lincoln Foundation for Business Excellence, 2000).

A main concern for the district is the key phrase "available resource." The district has one of the lowest operating expenses per pupil in the county (local referendum action group, 2000) and one of the lowest school tax rates of any other district in the county (County Regional Office of Education, 1999). The district's growth spurt has strained every resource. In addition, the district's financial needs have been exacerbated by

the district's inability to pass referendums. Three of the four past referendums have failed.

Community

The community has a population of approximately 24,000 people. The population continues to increase, and by the year 2004 it is estimated to be approximately 30,000 (major area newspaper, 2000).

The former village president was quoted as saying, "Developers seem to be very pleased to work with our community. We are very open for discussion, and if a developer asks to annex, we keep our doors open" (community video, 1995). Commercial development is also increasing, but the growth has lagged compared to the housing development. A positive aspect of the commercial development has made a substantial increase in tax revenue (major area newspaper, 2000).

As the population continues to grow, the abundance of housing continues to increase as well. There are upscale single family homes, moderately priced new construction, a small number of apartments and townhouses, and modest single family homes in older neighborhoods. The homes in the older neighborhoods were originally summer homes for those looking to relax by the large lake in the center of the community (community video, 1995). The average price of a home is $163,875 (major area newspaper, 2000).

People are attracted to the community for many reasons. It is a suburban community with a country atmosphere. It is within 30 minutes of a major airport and 60 minutes from the downtown area of a major city. The highways offer urban access for all residents, yet the community also has beautifully tree lined streets in the older neighborhoods. These tree lined streets do not have sidewalks so most of the children in the community are bused to school for safety reasons.

National Context of the Problem

Without motivation, even the brightest child may learn little and not become engaged in classroom activities. "Teachers recognize that motivation is at the heart of many of the pervasive problems we face in educating today's children" (Palmer, Codling, & Gambrell, 1994). Over the last two decades literacy researchers have found evidence that attitudes about reading and writing, success or lack of success with reading and writing, and the nature of literacy instruction affect students' motivation and achievement (McCarthey, 2001). Underachievement has become a serious problem in the United States as reported by the Carnegie Corporation's report called "Years of Promise" (1996). The report states:

> Make no mistake about it: underachievement is not a crisis of certain groups: it is not limited to the poor: it is not a problem afflicting

> other people's children. Many middle- and upper-income children are also falling behind intellectually. Indeed, by the fourth grade, the performance of most children in the United States is below what it should be for the nation and is certainly below the achievement levels of children in competing countries (p. 2).

A person's sense of efficacy, an individual's belief about her capacity to perform a task including processes such as reading or writing, affects how well the person performs the task. Students with reading efficacy spend more time reading independently and have confidence in their ability to read successfully in the future (Ornstein, 1994). Good readers reported understanding what they read, talking more, and reading more frequently at home for enjoyment than poor readers (McCarthey, 2001). If a student does not have a strong sense of efficacy, they will have a desire to avoid challenging reading activities (Baker & Wigfield, 1999).

Literacy experiences in school affect students' attitudes. In a U.S. survey, McKenna, Kear, and Ellsworth (1995) found that attitudes toward recreational and academic reading became more negative over the elementary school years and were most negative for the least able readers. The least able readers experience frustration which destroys any enjoyment towards learning a child may experience and leads to a negative attitude toward teachers,

peers, and his/her school (DeMoulin, 1999). Motivating children to read is a high priority because many students are at risk of reading failure for motivational reasons (Palmer, Codling, & Gambrell, 1994).

Chapter 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document that the problem exists in the targeted school and classrooms, the researchers collected data from several different resources. Parent surveys, student surveys and class observations were used. The data from these are described as follows.

Classroom A

Of the 22 students in the class, 16 were involved in this process over the sixteen week time period. A student survey was developed by the researchers (Appendix A) and distributed to all 22 students. The survey was administrated at one sitting. The teacher read the directions and the survey questions aloud. A summary of the results of the survey regarding attitudes toward reading is presented in Table 1.

The first part of the survey consisted of 16 questions about the students' attitudes toward reading. A score of zero indicated a highly negative attitude toward reading and a score of three indicated a highly positive attitude toward reading. If the student rated all 16 questions with a highly positive attitude toward reading, the score would be 48 points. The researchers converted the raw scores into a percentage with 100% indicating a highly positive response toward reading.

Table 1

Positive Reading Attitude Percentage (with 100% being completely positive toward reading)	
Percentage Range	Number of Students out of 16
Extremely Negative 0% - 20%	0
Negative 21% - 40%	1
Interested 41% - 60%	2
Positive 61% - 80%	4
Extremely Positive 81% - 100%	9

Of the 16 students surveyed, none of the students rated their interest in reading in the "extremely negative" category. Only one student rated his interest in reading as "negative." Two students rated their reading in the "interested" category. Four students rated their interest in the "positive" category. Nine of the children rated their interest in the "extremely positive" category.

The parent survey (Appendix B) was distributed at Open House which was also during Week 1. The parents were allowed to complete their surveys at home due to insufficient time to complete them at Open House. Question #8 from the survey specifically dealt with the parents' perceptions of their children's attitudes toward reading.

Table 2

Question #8 from the Parent Survey "I would rate my child's interest in reading as..."	
Answers:	Number of Responses out of 16
A. Very interested	9
B. Interested	7
C. Somewhat Interested	0
D. Not Very Interested	0

The parents were asked to rate their child's interest in reading on a four point scale. Ten of the 17 parents rated the child's interest in reading as "very interested." Seven of the 17 parents rated their child's interest in reading as "interested." None of the respondents rated the child's interest in reading as "somewhat interested" or "not very interested."

Table 3

Question #14 from the Parent Survey "When your child reads at home, does she become easily frustrated?"	
Answers:	Number of Responses out of 16
A. Frequently	0
B. Sometimes	3
C. Occasionally	4
D. Not at All	9

The parents were also asked to rate the amount of frustration the child felt while reading at home. None of the parents surveyed felt that the child was "frequently frustrated." Three parents felt that the child was "sometimes frustrated." Four parents felt that the child was "occasionally frustrated" and six parents felt that the child "not at all frustrated."

Table 4

Question #13 from the Parent Survey "When your child reads at home, does he/she become easily distracted?"	
Answers:	Number of Responses out of 19
A. Frequently	0
B. Sometimes	4
C. Occasionally	6
D. Not at All	6

The parents were also asked to rate the child's distractability during reading at home. None of the parents reported that the student was "frequently distracted." Four of the parents rated the student as being "sometimes distracted." Six of the parents rated the student as being "occasionally distracted" and six parents rated the student as "not at all distracted."

Table 5

Question #20 from the Student Survey "How often does someone read a story to you?"	
Answers:	Number of Responses out of 16
A. Yes, a lot	6
B. Frequently	3
C. Once in awhile	7
D. Never	0

The students were also asked how often someone read to them at home. Of the sixteen students in the study, none of them reported that no one ever read to them, and seven responded that someone read to them "once in a while." Three of the nine remaining students responded that someone read to them "frequently," and six responded that someone read to them "yes, a lot."

Classroom B

Of the 25 students in the class, 19 were involved in this process over the sixteen week time period. A reading attitude survey (Appendix A) was given to all students that the same time. The survey was completed during class in one sitting. The directions and questions were read out loud to the students to ensure understanding. A summary of the survey is presented in Table 6.

Table 6

Positive Reading Attitude Percentage (with 100% being completely positive toward reading)	
Percentage Range	Number of Students out of 19
Extremely Negative 0% - 20%	0
Negative 21% - 40%	0
Interested 41% - 60%	7
Positive 61% - 80%	6
Extremely Positive 81% - 100%	6

In order to analyze the data, the researcher averaged each score to receive a percentage with 100% as having a completely positive attitude toward reading. The survey conducted indicates that there is a wide range of reading attitudes in the classroom. There was not any student who had a "negative" attitude toward reading. Quite differently, there were seven students who were "interested" in reading. Six students had a "positive" attitude, and the other six students were "extremely positive" toward reading.

As with many surveys, the accuracy of the scores is difficult to determine because there may have been students who were trying to please the researcher, but through classroom observation, the researcher feels the results are quite typical of what can be seen in the classroom. Thirteen out of the 19 students scored below 80%.

At Open House the parents were given the parent survey (Appendix B). The parents had two weeks to turn the surveys into the researcher. One question on the parent survey read, "I would rate my child's interest in reading as very interested, interested, somewhat interested, and not very interested." The researcher did find a discrepancy between the students' self reflections of their reading attitudes and their parents' perceptions of their children's attitudes toward reading. The results of question eight on the parent survey can be seen in Table 7.

Table 7

Question #8 from the Parent Survey "I would rate my child's interest in reading as..."	
Answers:	Number of Responses out of 19
A. Very interested	7
B. Interested	10
C. Somewhat Interested	1
D. Not Very Interested	1

As with the student reading survey, the results are difficult to analyze because of the human incentive to please. According to the parents, seven of the 19 students are "very interested" in reading, and ten are "interested." Only one parent felt that their child was "somewhat interested" in reading, and one thought that their child was "not very

interested." The researcher found this information to be very interesting because the parents thought their children had more positive attitudes toward reading than their children thought they had (See Table 6).

Table 8

Question #14 from the Parent Survey "When your child reads at home, does she become easily frustrated?"	
Answers:	Number of Responses out of 19
A. Frequently	1
B. Sometimes	0
C. Occasionally	6
D. Not at All	12

There was only one parent who felt that their child "frequently" becomes frustrated. The parent survey showed that there were not any students who "sometimes" feel frustrated, and six "occasionally" feel frustrated. Twelve of the 19 students never get frustrated when reading at home according to their parents. This data correlates with Table 7, but when asked if their child becomes easily distracted when reading at home, the answers were quite different.

Table 9

Question #13 from the Parent Survey "When your child reads at home, does he/she become easily distracted?"	
Answers:	Number of Responses out of 19
A. Frequently	4
B. Sometimes	5
C. Occasionally	7
D. Not at All	3

Four of the 19 students are "frequently" distracted when they read at home, and five students are "sometimes" distracted. There are seven students who "occasionally" feel frustrated. Only three students never get easily distracted when reading at home.

Table 10

Comparison of Table 8 and Table 9		
Answers:	Easily Frustrated Total: 19 parents	Easily Distracted Total: 19 parents
A. Frequently	1	4
B. Sometimes	0	5
C. Occasionally	6	7
D. Not at All	12	3

Comparing Tables 8 and 9 shows that more students are more easily distracted when reading at home than they are frustrated. According to the parent survey (Appendix B) only one student was easily frustrated when reading at home, but four students are easily distracted. There weren't any students who sometimes become easily frustrated, but five sometimes become distracted. This table identifies that while six are occasionally frustrated; seven are occasionally distracted. Out of the 12 who never get frustrated when reading at home, three are also not easily distracted. The data shows that only one student is frequently or sometimes frustrated, and there are nine who are frequently or sometimes easily distracted.

Additionally the students were asked on week one on the student survey (Appendix A) how often someone reads a story to them. Table 11 provides the results.

Table 11

Question #20 from the Student Survey "How often does someone read a story to you?"	
Answers:	Number of Responses out of 19
A. Yes, a lot	0
B. Frequently	4
C. Once in awhile	9
D. Never	6

The data provides information showing 15 of the 19 students say they have someone read to them once in awhile or never. Only four students said that someone reads to them frequently.

Probable Cause

An old adage states, "Everything we do is 99% attitude and 1% aptitude." According to McKenna, Kear, and Ellsworth (1995), attitude can influence the student's ability to read due to its impact on engagement and practice. Even capable readers can be deterred by a poor attitude and choose to not read when given a choice of other activities. The condition of choosing other activities over reading is called aliteracy. McKenna, Kear and Ellsworth surveyed a sample of children throughout the nation and found that recreational and academic reading attitudes declined over the students' school career. The decline in academic reading attitudes remained consistent for readers of all ability

levels. The declines in recreational reading were most dramatic for less able readers.

In a study of teachers conducted by Veenman (1984), teachers ranked motivating students as one of their primary and overriding concerns. A more recent national survey of teachers also revealed that "creating interest in reading" was rated as the most important area for future research (O'Flahavan, Gambrell, Guthrie, Stahl & Alvermann, 1992). Worthy (1996) who worked with third graders in a rural, high poverty district in the southern United States found that her struggling readers were unmotivated by the basal reader and materials that were not meaningful to the students' life experiences. Even the more capable readers who did not enjoy school texts were developing an aversion to reading and these, the reluctant readers, were losing ground academically. Despite the wealth of children's literature now available, it is difficult to find material that is interesting and fosters success for students who have grown to dislike reading. School libraries do not provide the students with materials that they enjoy reading, such as: comics, magazines, and popular fiction.

Maher (1999) who teaches seventh and eighth grade language arts in Gages Lake, Illinois, found that her students were unmotivated by Sustained Silent Reading and developed negative attitudes toward the structure of the reading time. The students viewed this as free reading time, but they were forced to limit

their choices and they renamed the time Sit down, Shut up, and Read. Unfortunately, a teacher's best intentions can contribute to this negative attitude.

DeMoulin (1999) in his role as head researcher for the "I Like Me" program at the University of Tennessee found that children begin school with positive feelings toward school and a good opinion of themselves. These feelings deteriorate when the child begins to experience reading difficulty. The reader becomes frustrated and this frustration tends to destroy any enjoyment the child may experience and leads to negative attitudes toward school. Self-concept can begin to decline as early as grade two. Feelings of incompetence and uncertainty impacts reading performance negatively. Baker and Wigfield (1999) found when working with fifth and sixth graders that students were more likely to engage in an activity if they felt successful. This concept correlates with Henk and Melnick's (1995) definition of self-efficacy as a person's judgment of his or her ability to perform an activity, and the effect this perception has on their willingness to repeat the activity. When students lack a sense of efficacy, they, likely, wish to avoid challenging reading activities.

Beers (1998) found that the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. Her findings validated that children who reported not being read to while growing up

were unlikely to have positive attitudes toward reading. Parent interviews confirmed the children's reports of a lack of reading and being read to in the home.

Ridout's study (1992) at a reading clinic at the University Southeast campus in New Albany, Indiana examined parents' attitudes toward reading and their effect on their child's reading problems. She investigated whether a child's reading problem was simply a reflection of his or her parent's reading know-how. Ridout found that parents did not perceive their child's reading difficulties as a problem. These parents used the library very little, and the parents and children did not read together.

A longitudinal study of reading development and attitudes in children from kindergarten and first grade showed a low but positive correlation between parents reading to their children and children's performance in reading. The conditions of the home environment may actually inhibit the children's performance in reading, such as the amount of time they spend in day-care or the number of hours mothers work each week (Meyer & Others, 1991).

Children who did not have previous experiences with books, due to a lack of access in the home, were less likely to be motivated to read. Furthermore, attitudes toward reading are affected when children do not talk to their parents about books. It has been established that children read more when they have

access to books (Krashen, 1993). Children in many schools, however, have little access to books because of the poor condition of some school libraries (Ramos, 1998).

For the majority of children, reading from books occupied one percent or less of their free time according to the Commission on Reading reports. Fifty percent of the children reported read books for an average of four minutes per day or less. Researchers express concerns about reading attitudes in our classrooms where a general lack of interest prevails. Other diversions compete for the interest of children (Moser & Morrison, 1998). Although, according to an article in Teacher Librarian (2000), teens enjoy reading for fun and would read more if they had time. Unfortunately, reading appears to be low on the list of activities children choose to do in their spare time (Moser & Morrison, 1998).

Chapter 3

SOLUTION STRATEGY

Literature Review

Students need an integrated and comprehensive approach to literacy and literature that are theory and research based. Such approaches must be based on reading as a process of constructing meaning for purposes significant to the reader (Short, 1999). Part of this comprehensive approach includes the use of guided reading in the classroom. Fawson (2000), in a discussion on guided reading, stated children are matched with books that provide a level of challenge and familiarity that appropriately support the development of each child's ability to use reading strategies on his/her own without prompting. Children also develop the critical strategies needed to become fluent readers, strategies for detecting and correcting errors, for making predictions, for making personal connections to the text, and for decoding unknown words within the text (Antonacci, 2000).

Working with words is a vital part of the balanced literacy approach. "Making Words" developed by Cunningham and Hall (1994) is an active, hands-on, manipulative activity in which students discover letter sound relationships and learn how to look for patterns in words. Kane and Peeling (2000) have incorporated word work into their reading program as part of a literacy improvement project for low income children in Virginia. As the

children became more skilled discovering letter sound relationships and at finding patterns in words, they were encouraged to work individually and in small groups. Kane and Peeling also observed students implementing making word strategies across the curriculum. Enthusiastic parents and students also reported using this strategy at home as well.

Reading aloud to children can be a very useful tool in improving students' attitudes toward reading. When Dreher (1998-99) was investigating best practices in reading, he discovered it is important to be diligent in reading to the children every day. His research showed that academic achievement increased by varying the selection of reading materials and including nonfiction books, magazines and other materials. Carter (1998) found during his internship at Bruswick Learning Center that sports literature provides an effective means for boys to combat negative attitudes toward reading. Sports literature encourages students to make connections with their reading and reevaluate their attitudes and ambitions. Kleius, Laframboise and Gaier (1998) examined the practice of reading humorous books out loud to children and found that using humorous books enhances the appeal for children. When choosing a read aloud, there are several guidelines follow. The selections should include male and female protagonists, authors from many cultures, and should match the listener's social and emotional stages. The reader should practice the selection first, keep the reading time less

than 15 minutes, and encourage discussion following the reading (Erickson, 1996).

In addition to teachers reading out loud to students, social interaction is a motivator for literacy. Through the use of focus groups, clinical interviews and self-report questionnaires, Sweet and Guthrie (1996) ascertained that intrinsic motivation was a component of lifelong literacy. Social interaction and sharing books were an essential element of social motivation. Fresch (1995) observed children throughout a six month study in a whole language first grade classroom of 23 children in a Midwestern suburban school in the United States. She stated that reading buddies create a community of readers that support each other's learning. They create a cooperative atmosphere that encourages children to take risks in their reading. Graham & Parks Alternative Public School used reading buddies to connect older students and younger students. The pairs chose books to read together. They made up or retold stories, drew pictures or illustrations, and created book covers. This reinforces reading for both age groups. In addition to utilizing student reading buddies, the Graham & Parks Alternative Public School invited parents, community members, foster parents, and college students to participate in reading buddy programs. These efforts seemed to be successful based on an increase in standardized test scores (Solo, 1999).

Krueger and Braun (1998-99) investigated a program called Books and Buddies at Sherbrook Elementary School in Canada. The purpose of the program was to improve reading fluency and comprehension. This program provided each child with the opportunity to read in an atmosphere where children would find reading pleasurable. As a result, the goal was that students would come to love reading and to foster appropriate reading strategies and behaviors. In addition, it helped develop positive social skills and self-esteem.

The involvement of adults in reading is often very motivating for students. Bromley, Winters, and Schlimmer (1994) created a program which linked preservice and inservice teachers taking graduate courses in reading with elementary school age children. Through dialogue journals, the book buddies shared books with each other. At the North Central Regional Educational Laboratory, Knuth and Jones (1991) found that adult role models are vital for the development of self-esteem and metacognitive abilities. As a result of increased metacognitive abilities, self-confidence in reading would also improve. In Reading Today (Dec97/Jan98) an article called "Shining Examples" found similar results. The article stated that Bertrum E. Glavin Elementary School in Winnipeg, Manitoba established a program that promoted student/adult reading interaction. Results from a yearly evaluation survey showed that the vast majority of students said

they enjoy reading more as a result of the program. Most believed that it helped them become better readers.

Time should be set aside each day for children to take charge of their own learning. Giving students an opportunity to self-select their reading texts and to experiment with texts of varying difficulty is vital during this time. There is great value in having a large variety and quantity of books from which students can choose (Palmer, 1994). This time for independent reading is often called SSR or Sustained Silent Reading. It can also be called Student Selected Reading or Seriously Savor Reading. It is important that SSR be handled correctly. When Maher (1999) was in seventh grade SSR was called SSR, but it really meant Sit down, Shut up and Read. During SSR time, teachers should help match students with books to promote success. Interest, background, motivation, and type of book are some of the variables which should be considered. For some readers who struggle with oral reading, it is beneficial to read out loud for better practice (Johns, 1997). As former second grade teachers, Lee-Daniels and Murray (2000) researched techniques of promoting literacy in children. They discovered that the most effective SSR times allow opportunities for students to share their selections with others. These opportunities included conferencing with the teacher and literacy discussions with peers. Through student book discussions, students were motivated to read their partners' books.

Project Objectives and Processes

As a result of the engagement in instructional activities emphasizing positive attitudes toward reading, during the period of September 2001 to January 2002, the second and third grade students of the targeted classes will demonstrate an increase in the number of students who like to read, the number of students who like to read during their spare time, and an improvement in reading skills. In order to accomplish these project objectives, the following processes are necessary:

1. Reading instruction in flexible groups.
2. Teacher reads high interest books to students daily.
3. Buddy reading among the second and third grade classes.
4. Independent reading of self-selected materials.
5. Work with words using activities that foster phonics development.

Project Action Plan

The following plan was designed to implement five major solution components: reading instruction in flexible groups which is called guided reading, teacher reading high interest books to students daily called teacher read alouds, buddy reading between the second and third grade classes, independent reading of self selected materials, and working with words using activities that foster phonics development.

Guided Reading

The students will be reading in flexible groups of approximately five students in each group. Each group will be meeting twice a week in twenty minute sessions. These sessions take place at a kidney shaped table in the back of the classrooms A and B. The sessions begin with a preview or review of the book. The teacher discusses the students' prior knowledge and points out words in the text that may be problematic. Every person in each group reads the same book, which is at their individualized reading level. The students read out loud at their own reading rate. The teacher circulates to each student and monitors student progress. Following the reading, there will be a check of comprehension and skill instruction. Students will be moved in and out of groups to accommodate individual progress. The following activities will be accomplished in the sixteen weeks during guided reading time (See guided reading activity chart).

Guided Reading Activity Chart		
Pre-reading Activities	During Reading Activities	Post-reading Activities
• group selects a book of interest • picture walk • predictions • point out problematic words • discuss words with similar patterns • bring in items related to the story • make connections to real life	• teacher works with students individually • teacher diagnosis of reading skill problems	• student retells story in own words • group discussion • identify story elements • response journals • story maps • rereading

Teacher Read Alouds

In order to increase interest in reading and subject matter, the teacher will read literature of various genres. There will be a specific time set aside daily for the teacher to read to the students. In addition, reading will take place throughout the day as part of daily instruction.

Buddy Reading

Once a week for thirty minutes, the second and third grade classes will meet to read to each other at their individual reading level. There will be follow-up activities to be used after the buddies have finished reading the book.

Individual Reading of Self-Selected Materials

On Monday, Wednesday, and Friday for a fifteen-minute period, the students will choose reading materials of interest. There will be a wide variety of materials to choose from such as fiction, nonfiction, magazines, and class books. Throughout the day, the teacher will encourage students to read during free time as a free choice activity. The students will also have more input on selecting materials for guided reading.

Working with Words

Since letters make words, words make sentences, sentences make paragraphs, and paragraphs make stories, working with words is a vital aspect of reading instruction. The following activities will be included:

- word wall
- making words
- word families
- word games
- rhyming words
- phonetic spelling activities.

Methods of Assessment

In order to assess the effects of the interventions, the students will complete a pre and post survey on their reading attitudes. Student interviews will be held as part of the assessment process. Results of baseline surveys and interviews and post survey and interviews will be compared to determine if the activities were effective.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to improve student attitudes toward reading through the implementation of guided reading, teacher read alouds, buddy reading, working with words, and self-selected reading. In order to document the problem exists in the targeted second and third classrooms, the researchers collected data from several different sources. Student surveys, parent surveys, and classroom observations were used. The procedure and data are described as follows.

The project began on September 3, 2001 and ended on December 21, 2001. Over this period of time students were involved in reading attitude enhancement activities. A student survey was developed by the researchers (Appendix A) and distributed to the students. A summary of the initial survey was presented in Tables 1, 5, 6, and 11. In addition, a parent survey was developed by the researchers (Appendix B). It was distributed the first week of school at Open House. The results of the parent survey are presented in Tables 2,3,4,7,8,9,and 10.

During the first week of the program, the researchers assessed students' reading levels using an individualized reading inventory. The researchers began meeting with homogeneous guided reading groups the second and third weeks of the project. Guided reading was continued throughout the intervention period. Our

original plan called for each group to meet two twenty minute sessions per week. Due to scheduling conflicts and other curriculum constraints, the schedule was altered in Classroom A to include two twenty minute sessions every other week. The schedule in Classroom B was altered to include one twenty minute session per week.

Read alouds began the first week of school and continued on a daily basis throughout the intervention period. During the twenty minute sessions, the researchers read out loud high interest books to the students while modeling effective reading strategies. The researchers included various genres such as poetry, nonfiction, fiction, fairytales, novels, picture books and stories by student authors.

The students in Classrooms A and B responded positively to teacher read alouds. The researchers observed students in the library checking out books by the same authors and were excited to share with the researchers and their classmates. In addition, the students were often engaged in rereading past read alouds silently and to each other.

The researchers paired second and third graders to form reading buddies. The buddies met every Friday for a forty-five minute period. During buddy reading, the pairs read books to each other, compared movies and books, discussed books they had read, and participated in activities related to books. The researchers alternated presenting and preparing the lessons.

The fourth component of the researchers' action plan consisted of independent self-selected reading. The students were able to select reading materials of their choice without restriction. In the original action plan, the intent was to provide daily independent self-selected reading time. However, due to time constraints, the researchers incorporated three fifteen minute time periods per week. The students in both Classrooms A and B were disappointed when silent reading was omitted and asked for more silent reading time.

The final aspect of the plan included word work. Word-work is a whole group strategy that is a multilevel patterned approach. The researchers demonstrated techniques to use rimes to spell and read words. The researcher in Classroom A utilized this technique two to three times per week. The researcher in Classroom B was unable to implement this strategy more than once a week due to time constraints.

Presentation and Analysis of Results

In order to determine the effects of guided reading, read alouds, buddy reading, independent reading and work word on students' reading interest, the student reading attitude inventory (Appendix A) was administered during the first week of intervention. The survey was readministered during the sixteenth week of the intervention. Tables 12 and 13 show the original and final results of the inventories for Classrooms A and B.

Classroom A

Table 12

Positive Reading Attitude Percentage (with 100% being completely positive toward reading) Number of Students: 16		
Percentage Range	Week 1	Week 16
Extremely Negative 0% - 20%	0	0
Negative 21% - 40%	1	0
Interested 41% - 60%	2	1
Positive 61% - 80%	4	8
Extremely Positive 81% - 100%	9	7

In both surveys, none of the students rated their interest in the "extremely negative" category. In the first survey, one student rated his attitude toward reading in the "negative" category. In the second survey, none of the students rated their attitudes toward reading in the "negative" category. In the first survey, two students rated their interest in reading in the "interested" category. On the second survey, only one student rated their attitude in the "interested" category. The number of students who had "negative" feelings toward reading or were "interested" in reading in the first survey, and the number who had "negative" attitudes toward reading or were "interested" in reading, changed from three to one.

In the first survey, there were four students who rated their attitude toward reading as "positive". In the second survey, eight students rated their interest in reading as

"positive." In the first survey, nine children rated their interest in reading as "extremely positive" and in the second survey, only seven children rated their attitude in reading as "extremely positive". In the first survey, 13 children rated their attitude in reading as "positive" or "extremely positive," and in the second survey, 15 children rated their attitude toward reading as "positive" or "extremely positive".

Classroom B

Table 13

Positive Reading Attitude Percentage (with 100% being completely positive toward reading) Number of Students: 19		
Percentage Range	Week 1	Week 16
Extremely Negative 0% - 20%	0	0
Negative 21% - 40%	0	0
Interested 41% - 60%	7	4
Positive 61% - 80%	6	11
Extremely Positive 81% - 100%	6	4

The intervention appears to have improved student attitudes in that 15 students compared to 12 students in week one tended to have a "positive" to "extremely positive" attitude toward reading. There were seven students in week one who were only "interested" in reading. According to the data, at the end of the sixteenth week of intervention, the number of students who

were only "interested" in reading dropped from seven in the first survey to four in the second.

The data also shows that two students went from having an "extremely positive" interest in *reading to having a "positive"* interest. The researcher did not observe any difference in those students' interest in reading, but felt this difference may be the result of the students not feeling as though they needed to impress their new teacher as they may have done in week one.

Table 14

Positive Reading Attitude Percentages of Classrooms A and B Combined (with 100% being completely positive toward reading) Number of Students: 35

Percentage Range		Week 1	Week 16
Extremely Negative	0% - 20%	0	0
Negative	21% - 40%	1	0
Interested	41% - 60%	9	5
Positive	61% - 80%	10	19
Extremely Positive	81% - 100%	15	11

The results from both classrooms were compiled in Table 14. Of the 35 children involved in the intervention, one rated their attitude toward reading "negative" in the first survey. Nine of the children rated their attitude toward reading as "interested." The results of the second survey showed that while eight students had rated their attitude toward reading as "negative" or

"interested", only five students rated their attitude as "interested". In the first survey, the number of students rating their attitude as "positive" or "extremely positive" was 25. In the second survey, 30 children rated their attitude toward reading as "positive" or "extremely positive."

Conclusions and Recommendations

Based on the presentation and analysis of the data on attitudes toward reading, the students showed a marked improvement in their attitudes toward reading. The students were able to transfer the skills acquired in guided reading and working with words into independent reading and content area reading. The teacher read alouds inspired students to check out other books by the same author and to reread the read aloud books themselves. The students looked forward to the daily read aloud time. Independent reading was anticipated by all students and provided an opportunity for students to read materials from a variety of genres. The favorite intervention was buddy reading. The students enjoyed sharing books that they had read or had written. It also encouraged the students to observe other students' reading strategies.

The challenges the researchers encountered were the inability to test the effectiveness, reliability, and validity of the surveys prior to the administration. The researchers recommend testing the surveys on a trial group before

administering to the test group. Due to the nature of the survey, it is the feeling of the researchers that the surveys were more appropriate for classroom use than as a formal research based tool. Due to the subjectivity of the subject matter, attitudes are difficult to quantify in measurable terms.

One of the problems encountered with the parent survey was that due to its format, it was difficult to readminister effectively. Due to the length of the survey and the nature of the questions, it might have seemed redundant and frustrating for the parents to fill out the survey again at the end of the intervention period. Furthermore, both the parent survey and the student surveys would have been more beneficial had the surveys had parallel language and format.

The students' responses to the survey may have been skewed by the respondents' desires to please the researchers. Second graders and third graders are by nature teacher pleasers. Their responses may have been more in response to their relationship with the researcher than to their true feelings about reading. The surveys were also given during the first weeks of school when most students are enthusiastic about learning and the upcoming school year.

The parents were required to include their names on the parent survey. This lack of anonymity may have caused the respondents to present the information in a more favorable light.

The researchers recommend that future researchers use number codes to identify surveys, thus omitting the need for parents to identify themselves by name.

An additional challenge the researchers faced was the lack of sufficient time to implement the interventions in a consistent manner. The events of 9/11, assemblies, and language arts curriculum constraints made it difficult to adequately present the interventions as originally intended. Despite the time constraints, the interventions were effective.

The favorite intervention for both the researchers and the students was buddy reading. The researchers enjoyed the collaborative nature of the strategy and were able to combine their talents and grow professionally from working together. The researchers recommend teaming with a person who has a similar teaching philosophy and willingness to share responsibilities.

One of the essential elements in matching classes is the pairing of individual students. The researchers had an age range of only one grade level, second and third grade. The researchers recommend that there be at least two grade levels between the buddies. One problem that the researchers encountered was that some of the younger buddies were more capable readers and role models than their upper grade counterparts. When pairing individuals, the researchers recommend taking time to know the students' strengths and weaknesses prior to pairing.

Planning is essential for proper implementation of buddy reading activities. The first consideration is establishing consistent classroom management strategies for buddies. This includes instruction on the roles of the buddies and the purposes of buddy reading. Effective teacher preparation includes space consideration and materials management. Some projects require more space, and it is necessary to split the groups between the two rooms instead of crowding into one room. Some projects require students to produce their own product and other projects require students to share materials and products. An example of a typical buddy lesson plan is included in Appendix C.

In spite of the challenges confronted by the researchers, the recommendation is to continue implementation of the intervention due to the positive impact it had on students' reading interest and proficiency. The researchers have observed an increased student excitement and desire to read. Finally, it was noted that at the end of the intervention period many of the students asked to continue the intervention strategies. The fact that they reflected on the intervention bears witness that the interventions were not only enjoyable and effective but memorable as well.

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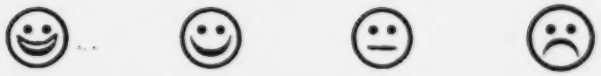
Appendices

Appendix A
Student Attitude Survey

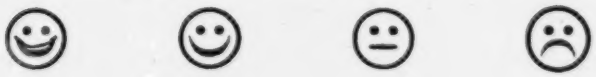
Name: **Date:** **Age:**

Reading Attitude Survey

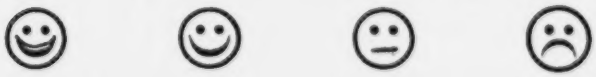


Fantastic **Good** **O.K.** **Bad**

1. How do you feel when you read a book in school during free time?

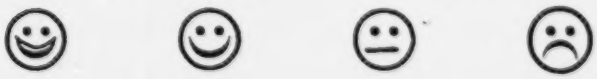


2. How do you feel when it's time for reading class?

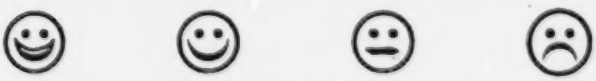


3. How do you feel about reading for fun at home?

4. How do you feel about the stories you read in reading class?



5. How do you feel about reading instead of playing?

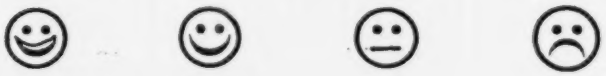


Appendix A
Student Attitude Survey

6. How do you feel about reading different kinds of books?

7. How do you feel about how well you read?

8. How do you feel about learning from a nonfiction book?

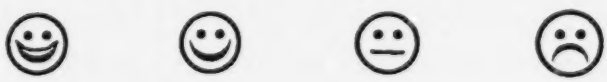


9. How do you think your friends feel about reading?

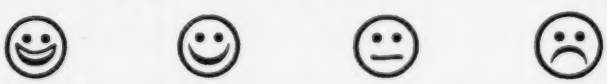
10. How do you feel when you read a book and answer questions about what you read?

11. How do you feel when your teacher reads a story aloud?

12. How do you feel when you come to a new word in reading?

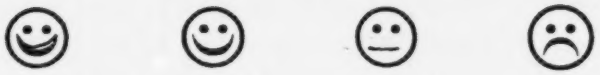


13. How do you feel when someone at home reads a book to you?

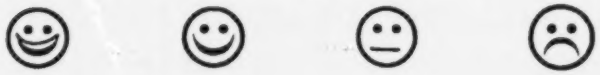


Appendix A
Student Attitude Survey

14. How do you feel when you read a book that is on an interesting topic?



15. How do you feel when you are asked to read aloud to your teacher?



16. How do you feel when you read books you already know how to read?

17. Do you go to the library with your parents?
    - O Yes, a lot
    - O Yes, some
    - O Once in awhile
    - O Never

18. Do you bring books home to read?
    - O Yes, a lot
    - O Yes, some
    - O Once in awhile
    - O Never

19. Do people in your house like to read books?
    - O Yes, a lot
    - O Yes, some
    - O Once in awhile
    - O Never

20. How often does someone read a story to you?
    - O Every day
    - O Frequently
    - O Once in awhile
    - O Never

Adapted from the Garfield Elementary Reading Attitude Survey (1990, May). The Reading Teacher.

Appendix B
Parent Survey

Name_____ Date_____

Child's Name _____

1. I seem to read with my child (you reading to child or child reading to you)
_____Often, once a day
_____Usually, a few times a week
_____Sometimes, once in a while
_____Not very often

2. Overall, how enjoyable is it for you to read to your child?
_____One of the most enjoyable things I do with my child
_____Usually an enjoyable experience
_____Sometimes an enjoyable experience
_____Not an enjoyable experience

3. When you read with your child (you reading to your child or your child reading to you) do you talk about the story and discuss the pictures and the words?
_____Frequently
_____Usually
_____Sometimes
_____Not at all

4. When you read with your child, does your child ask questions or make comments about the story?
_____Frequently
_____Usually
_____Sometimes
_____Not at all

5. My child joins in when I am reading rhymes, repeated words or familiar sentences.
_____Frequently
_____Usually
_____Sometimes
_____Not at all

Appendix B
Parent Survey

12. When your child is reading and comes to a word he or she doesn't know, what does your child do?_____
_____
_____

13. When your child reads at home, does he/she become easily distracted?
_____Frequently
_____Sometimes
_____Occasionally
_____Not at all

14. When your child reads at home, does he/she become easily frustrated?
_____Frequently
_____Sometimes
_____Occasionally
_____Not at all

15. Does your child own any books?
_____Yes, a lot
_____Yes, some
_____Yes, a few
_____No

16. Does your family go to the library?
_____Yes, a lot
_____Yes, sometimes
_____Yes, occasionally
_____No, not at all

17. Does your child read the books he/she brings home from the school library?_____
_____

18. Do reading incentives or prizes (Pizza Hut, Great America tickets, Kane County Cougars) motivate your child to read?_____
_____

Appendix B
Parent Survey

19. How does your child feel about reading homework?
_____Dislikes it, struggles with it
_____Prefers other subjects for homework
_____Could do it own his own but needs to be pushed
_____Does completely on own

20. How does your child feel when he reads books he already knows?_____
_____

Appendix C
Sample Buddy Lesson Plan

Reading Buddies

Lesson Created by Stephanie Dean

...based on the story called...

The Little Old Lady Who Was Not Afraid of Anything

by: Linda Williams

10/19/01

Materials:
Book called The Little Old Lady Who Was Not Afraid of Anything, shoes, pants, shirt, hat, pumpkin head, gloves, straw, 5 chairs

Anticipatory Set:
Walk to the back of the room with straw sticking out of my clothes. Sit down at the keyboard, and play only the first measure of Sonate Pathetique by L.Van Beethoven. Stop and ask in a quiet voice, "How many of you have ever been afraid of something?" Play the next measure on the keyboard. Stop and say, "I am going to give you 30 seconds to share with your reading buddy something that you were afraid of when you were little. When I start playing the music, your mouths will close. When the music starts your mouths will do what? (Close) Go." Play ½ of the next measure and say, "Well, the little old lady in the story I am going to read today isn't afraid of anything. Do you believe that? Well, let's read to find out if it is true. (Play the next 1 ½ measures and end with an E flat chord.)

Objectives:
Students will demonstrate their ability to work together successfully in groups.
Students will listen attentively and follow directions accurately.

Learner Statements:
1.C.4 Identify how authors and illustrators express their ideas in text, graphics.
2.A.2 Classify literary works as fiction or nonfiction.
4.A.1 Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
4.A.3 Follow oral directions accurately.
21.B.1 Work independently with another to accomplish an assigned task.
24.A.2 Demonstrate positive verbal communication skills with peers.

Appendix C
Sample Buddy Lesson Plan

Purpose:
As I read this story, you are going to have to listen very carefully so you know when to make some noise. This will help you build your listening skills which will as a result help you in other subjects.

Input/Modeling:
Practice the parts of the story where the students will make noise.

21. Practice the noise the shoes make. "CLOMP, CLOMP"
22. Practice the noise the pants make. "WIGGLE, WIGGLE"
23. Practice the noise the shirt makes. "SHAKE, SHAKE"
24. Practice the noise the gloves make. "CLAP, CLAP"
25. Practice the noise the hat makes. "NOD, NOD"
26. Practice the noise the head makes. "BOO, BOO"

Remind the students to listen for those key words in the story and to make their "controlled" noise.

Read the story.

Check for Understanding:
Do you think this story is fiction or non-fiction? What gives you that idea?
Do you notice something special about the author's style of writing? (Repetition)
Did the repetition help you remember all the parts throughout the story?

Guided Practice:
Since the author used so much repetition, it should be easy for us to remember the parts of the scarecrow. You are going to build your own scarecrow like the one you saw at the end of the story. Now, we aren't building this scarecrow just because it is fun. Although, it is going to be pretty fun. No, we always do things for a purpose. You are going to be building this scarecrow in groups. I am going to be going around and looking for groups that both look and sound like good cooperative groups. Let's review what a good group looks like. What does a good group sound like? (Make a T chart.)

After the activity, leave time for "Gems and Opportunities." Discuss things that the groups did well, and things the groups could work on.

Closure:
Open up your hand and sprinkle in the knowledge. Say, "I can listen to a story, follow directions, and work in cooperative groups. I learned that scarecrows really aren't that scary!" Sprinkle in your knowledge and clap it closed on three. (Play the last two lines of Sonate Pathetique by Beethoven.)

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